



PARENT/STUDENT HANDBOOK

Tamarack Elementary School

Address: 1000 S. Union, Avenal, CA 93204

Phone: (559) 386-4051

Tiger Territory

2023-2024

Principal: Sara Pruitt
Main Office: (559) 386-4051
Email: spruitt@rsusd.org

Student Support Coordinator: Jimmy Redger
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Email: jredger@rsusd.org

Reef-Sunset Unified School District
District Office
205 N. Park Ave, Avenal, CA 93204
(559) 386-9083

**Tamarack Elementary School
Tiger Country**

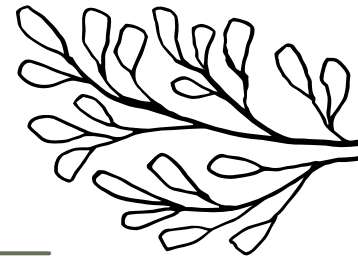


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Dear students, parents and the Tamarack Tiger community,

I am excited to welcome you to the 2023-2024 school year at Tamarack Elementary! My name is Sara Pruitt, and I am honored to join the Tiger Team as your Principal. Thank you for trusting us with educating your students. This will be my 24th year in education, 22 years of which have been spent in the West side of the Central Valley. I have been a member of the Reef Sunset USD family for the past two years and am inspired by our commitment to working together to improve student outcomes. I am passionate about education and look forward to building relationships with members of the Tamarack community to support student success.

Through working together as partners, our Tiger team and families will help build our students' academic and social foundations. We look forward to families being actively involved in the TES community and hope you participate in our events, such as Back-to-School Night and Literacy Night, and join committees, such as the School Site Council (S.S.C.) and English Learner Advisory Committee (E.L.A.C.). Please take time to read with your child daily and ask them about what they are learning in school. Help us make sure students have their social-emotional needs met as well; please ask them to describe when they were happiest during the day and if anything caused them to be anxious, sad or upset. Together, we can help ensure that every student feels welcomed, safe and happy at school.

Please take some time to review the expectations in this handbook. All students are expected to follow the established rules. If you have any questions regarding policies or procedures, please contact an administrator for clarification.

We are looking forward to an incredible year! Go Tigers!

Sincerely,

Sara Pruitt
Principal, Tamarack Elementary

TAMARACK ELEMENTARY SCHOOL

MISSION STATEMENT

Tamarack Elementary School believes what we learn in elementary school sets us on a path towards inquisitiveness, personal expression, and happiness, which builds a stronger community.

VISION STATEMENT

At Tamarack Elementary School, students, parents, and educators form a collaborative community where all voices are heard, students are supported in meeting the challenge of learning new things, and we remain focused on success for all.

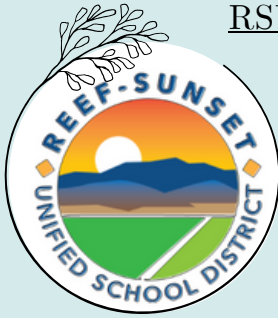
CORE VALUES

All team members at Tamarack Elementary School commit to a common agreement that...

- ... all students can succeed
- ... growth arises from challenge
- ... we are stronger as a team than as a collection of individuals
- ... collaboration and communication are keys for our success
- ... a safe, welcoming school is a school that models mutual respect and supports all students to be motivated, life long learners

P	Personal Best - I will always work hard and try my best
A	Act Responsibly - I will be prepared and help keep the school in top shape
W	Work and Play Safely - I will be safe inside and outside of the classroom
S	Show Respect - I will be nice and polite; kindness is key

School Information



RSUSD Board of Trustees

Ms. Lissette Padilla,
Ms. Claudia Cazares
Mr. Lupe Chavez
Ms. Precilla Barrera-Lopez
Mrs. Lilia Rizo

Board meetings are held the 3rd Thursday of each month @ 6:00pm.
Parents/guardians & community members are encouraged to attend.

RSUSD District Office Staff

Juan Ruiz, Interim Superintendent
Cari Carlson, Assistant Superintendent of Learning Services
TBD, Executive Director of Learning Services
Juan Ruiz, Chief Human Resources and Operations Officer
Raul Luna, Chief Business and Facilities Officer,
Esmeralda Nungaray, Director of Student Services
TBD, Director of Technology
Sarina Rodriguez, Director of Food Services
Jose Aispuro, District Custodial Services Manager

Meet the Tiger Staff

Sara Pruitt, Principal
Jimmy Redger, Student Support Coordinator

Noemi Barragan, Transitional Kindergarten
Mitzi Cruz, Transitional Kindergarten
Beatriz Arias, Kindergarten
Martina Cano, Kindergarten
Yolanda Rodriguez, Kindergarten
Corina Beasley, 1st grade
Karyssa Garcia, 1st grade
Lauren Avina, 1st grade
Dora Ernst, 2nd grade
Elizabeth Ojeda, 2nd grade
Imelda Gonzalez, 2nd grade
Dave Farrar, 3rd grade
Jennifer Brady, 3rd grade
Zariana Mora, 3rd grade
Diane Tew, 4th grade
Shannon Gurnee, 4th grade
Shawn Pereira, 4th grade
Teresa Flores, 5th grade
Debbie Adams, 5th grade
Richard James, 5th grade
TBD, SDC
Rosalinda Gil, RSP
Dana Gomez, TOSA



Veronica Alvarez, Administrative Secretary
Sylvia Leon, Attendance Clerk
Sammy Sanchez, Head Custodian
Juan Bernardino, Custodian
TBD Custodian
Jessica Gutierrez, Library Media Clerk
Valerie Meza, School Nurse Assistant
Elie Rubio, PBIS Aide
Lilia Chavez, RSP/SDC Aide
Yasmid Reynosa, RSP/SDC Aide
Samantha Diaz, TK Instructional Aide
Alma Ledesma, TK Instructional Aide
Faby Solorio, Instructional Aide
EneDelia Gonzalez, Instructional Aide
Brittany Barboza, Instructional Aide
Alexis Yzquierdo-Apodaca, Instructional Aide
Samantha Saucedo, Student Supervisor Aide
Monica Cortez, Student Supervisor Aide
Giselle Deleon, Student Supervisor Aide
Adriana Enriquez, Cafeteria Coordinator
Maria Rodriguez, Cafeteria Assistant
Gibrat Rodriguez-Garcia, Cafeteria Assistant
Mayra Gutierrez, Cafeteria Assistant
Teresa Espino, Cafeteria Assistant



Important School Dates

2023-2024

First Day of School (12:00 Dismissal)	August 16, 2023
Back to School Night	August 29, 2023
Labor Day (No School)	September 4, 2023
Picture Day	TBD
Staff Development (No School)	October 9, 2023
Picture Retakes	TBD
End of 1st Trimester	November 10, 2023
Parent/Teacher Conferences (12:30 Dismissal)	October 17-19 2023
Veteran's Day (No School)	November 10, 2023
Thanksgiving Break (No School)	November 23-24, 2023
TES Spelling Bee	December 2023
Winter Programs	TBD
Winter Break (12:00 Dismissal)	December 15, 2023
Winter Break (No School)	December 18-January 5, 2024
School Resumes	January 8, 2024
Martin Luther King Jr. Day (No School)	January 15, 2024
The Great Kindness Challenge Week	January 22-26, 2024
Lincoln's Birthday Observed (No School)	February 12, 2024
Random Acts of Kindness Week	February 14-20, 2024
President's Day (No School)	February 19, 2024
Read Across America Week	March 2-6, 2024
End of 2nd Trimester	March 8, 2024
Kings County Spelling Bee	February 27-March 1, 2024
Fresno State Peach Blossom	March 2024
Parent/Teacher Conferences (12:30 Dismissal)	February 6 & 8, 2024
Spring Break (No School)	March 25-April 1, 2024
School Resumes	April 2, 2024
Scholastic Book Fair	April 2024
Open House	April 16, 2024
Spring Pictures	April 2024
Teacher Appreciation Week	May 5-11, 2024
Classified School Employee Appreciation Week	May 15-19, 2024
Milton O. Wilen Awards	May 21, 2024
Memorial Day (No School)	May 27, 2024
Last Week of School (12:00 Dismissal)	June 3-7, 2024
Last Day of School (12:00 Dismissal)	June 7, 2024

Daily Schedule



Regular Day: M-T-Th-F

7:00-3:30	Office Hours
7:30	Campus opens
7:35	School Starts
7:40-8:00	Breakfast TK-5
8:50 - 9:45	Recess
	Grades TK-1 8:50-9:05
	Grades 2-3 9:10-9:25
	Grades 4-5. 9:30-9:45
11:00-11:45	Grades TK-1 Lunch
11:25-12:10	Grades 2-3 Lunch
11:50-12:35	Grades 4-5 Lunch
2:05	TK-K Dismissal
2:15	Grades 1-5 Dismissal

Early Release: Wednesday

& Parent Teacher Conference Days

October 17-19 & February 6 & 8

7:00-3:30	Office Hours
7:30	Campus opens
7:35	School Starts
7:40-8:00	Breakfast TK-5
8:50-9:45	Recess
	Grades TK-1 8:50-9:05
	Grades 2-3 9:10-9:25
	Grades 4-5 9:30-9:45
10:30-11:15	Grades TK-1 Lunch
11:05-11:50	Grades 2-3 Lunch
11:35-12:20	Grades 4-5 Lunch
12:20	TK-K Dismissal
12:30	Grades 1-5 Dismissal

Minimum Day Dismissal @ 12:00 p.m.

(TK-1 Lunch @10:10 /2-3 Lunch @ 10:40 /4-5 Lunch @ 11:10)
 August 10, December 15, June 3, June 4, June 5, June 6, June 7

Additional Early Dismissal Days @ 12:30 p.m.

October 17, 18, & 19, February 6 & 8



Academics

Trimester Periods

- 1st Trimester Ends November 9 2023
- 2nd Trimester Ends March 8, 2024
- 3rd Trimester Ends June 7, 2024

Parent/Teacher Conferences

Report cards are sent home at the end of each trimester. Parent conferences are held for all students after the first trimester. Parents are sent notices and encouraged to come to the conference. At these conferences, the parent and the teacher discuss student needs and set goals. Additional conferences may be held formally or informally throughout the year at your request, or at the request of the teacher.

Dates of conferences with Early Dismissal 12:30 p.m.

- October 17th-19th, 2023
- February 6th & 8th, 2024

Homework/Home Hospital

Homework is an extension of the regular school day. It provides reinforcement, enrichment & enhancement for the activities that have been introduced & practiced in the classroom. The focus of homework is to lay a proper foundation for studying. The students must realize that learning requires consistency, organization & dedication.

The school has an established homework policy. Homework for Kindergarten students is designed to be completed in 10-15 minutes, and first–fifth-grade homework is planned for 15-20 minutes. The amount of time will vary somewhat from student to student because each student will be working at his/her developmental pace. Students will not have homework on weekends or holidays.

ALL students are encouraged to read at home every day for at least 30 minutes. We learn to read by reading, reading, and reading!

Parents may request homework for students that will be absent for more than one day, not to exceed 3 days. In fairness to our teachers, we would ask for two working days to fulfill homework requests. Please contact the office to request homework.

If a student will be absent for more than 3 days for medical reasons, please contact the principal to request home hospital. A doctor's note will be required for a student to be placed at on home hospital.



Academics

Guideline For Retention – All Grades

Retention for Kindergarten

Students who have completed one year of Kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48001).

Retention for 1st through 5th Grades

All proposed retentions in grades 1st through 5th grade will be recommended by the teacher, agreed to by the parent, and approved by the principal and district leadership. If any questions, concerns, or disagreements are raised with respect to the retention, they will be forwarded to the Superintendent or designee for final approval or denial (AR 5123 and BP 5123).

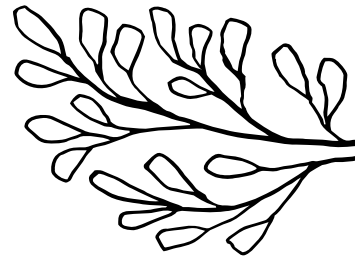
Independent Study Contract

If your family plans to be out of town for five or more days, contact the school to obtain an Independent Study Contract. The school office must be contacted at least five days before the student will be absent in order to allow for teachers to provide the appropriate school work for the number of days the student will be gone. The Independent Study Contract must be signed and all work picked up from the office before the student leaves on vacation. All assessments missed must be taken by the student within 5 days of their return to school. Any assessments and/or assignments that are not turned in on time upon the return of the student will result in a grade of “zero” for those assignments/assessments.

Scheduling of Assigned Classrooms

Due to the site need to balance classrooms and ensure an optimum learning environment for all students, there will be no schedule changes made based on student/teacher preference within the first 30 days of school.

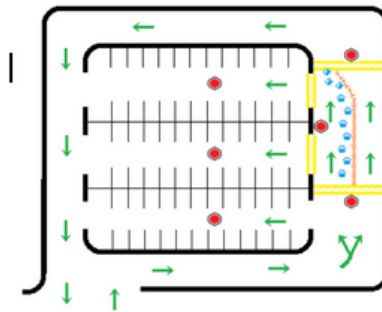
Arrival & Dismissal



Arriving at School

Students may arrive between 7:20 – 7:35 a.m. The gates open for students to line up at 7:30 a.m. Students should be in their line by 7:35 am. The flag salute will take place in the common area by the flagpole. The gates will close after the flag salute. Students are considered tardy at that time.

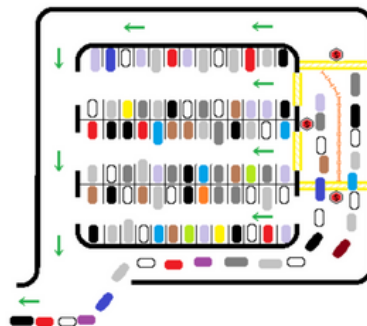
When dropping off students at TES, please follow the signs & staff directions. Keep to the right when entering the driveway & pull all the way forward into the two lanes. Allow students to quickly exit the car as soon as it is safe. Students should exit the right side of the vehicle. Students should get up onto the sidewalk as soon as possible. If the student is getting dropped off from the left lane, they must follow the Tiger Path to the crosswalk. Parents, please wait patiently until traffic begins to move forward before proceeding to the exit. Avoid unexpected maneuvers. All students & parents need to be safe, so please follow the signs & staff directions.

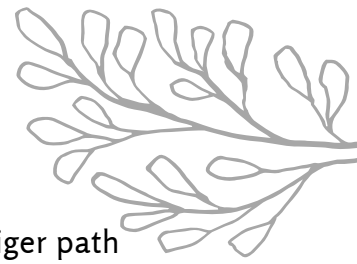


Picking up Students at School

When picking up students at TES, please follow the signs & staff directions. Keep to the right when entering the driveway. Park in a marked parking space. If the parking lot becomes full, pull all the way forward into the lanes. Stop at the crosswalk. Students will be crossing two different crosswalks to get to the waiting cars. The parking lot usually empties within 10 minutes.

No child is permitted to leave school before regular dismissal without prior written consent of the parent or guardian. Parents must sign students out through the office in all cases of early dismissal. Children will not be released during the day to walk home alone.





Walkers & Bicycle Riders

Students who walk & ride their bikes to school are required to walk along the Tiger path starting at the SW corner of the Hanford & Kern Street intersection. (Bicycle riders must wear helmets). This path is painted with tiger prints & will keep students safe & out of the way of traffic. Students must carefully walk their bicycles from that point all the way to the bike racks.

When leaving, students should leave school immediately upon dismissal from their class & will need to follow the same path off of school grounds. It is encouraged that children from the same neighborhood area walk together. Students are to go directly home in a timely manner. Children must cross streets at the intersections or at marked crossings. When a bike is brought to school, it should be parked & locked in the designated bicycle areas. The school is not responsible for vandalized or stolen bicycles.

TK/Kindergarten Dismissal

TK/Kindergarten students must be released to their parents or others designated by their parents from the classroom or designated area. TK and Kindergarten students will not be allowed to walk home by themselves or with other children younger than 7 years old.

Attendance

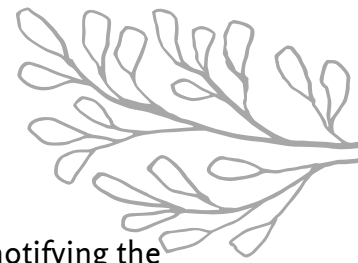
Building the Habit of Good Attendance

It is important that the parent/guardian(s) start building the habit of good daily attendance for student(s) as early as Transitional Kindergarten. Did you know that missing just two days of school a month can make it difficult to learn to read and cause children to fall behind in school?

Below are some tips that can help in building consistent attendance:

- Establish routines for bedtime to ensure the student is well rested and up in time.
- Have a backup plan for getting your child to school in the case that you are unable to.
- Avoid planning vacations and non-urgent medical appointments during school.
- If your child seems bored or anxious reach out to their teacher or school administrator to discuss ways on making them feel comfortable and keeping them engaged.
- Communicate with the school regarding attendance and any concerns you may have.





Notification of Absences

In the event a student is absent, the school office must be notified. The person notifying the school must be 18 years or older. The school office may be called during the absence period at (559) 386-4051. For absences that have not been reported to the office by phone, a written note must be sent to the office on the first day the student returns to school. Absences that have not been reported by phone or note, will be considered unexcused. Excessive absences will be referred to the School Attendance Review Board for action. It is the parents' responsibility to notify the school of the student's absence. The absence must be cleared in three days of a student's absence, anything after the third day will be unexcused.

When calling the following information should be given:

- Student's name
- Date(s) of absence
- Reason for absence
- Callers relationship to the student
- Parent signature (notes)

In accordance with District procedures, a student can only have eight (8) absences in the school year for illnesses verified via telephone, faxed, or handwritten by a guardian or a parent. Once you have met your eight (8) parent verified notifications, either via a phone call or through a handwritten note, any further absences must be verified by a doctor. If they are not verified by a doctor's note they will be considered unexcused. You will receive a letter in the mail stating that you have already reached your eight (8) absences.

Doctor's Note: If a parent calls and states that a student will be out due to a doctor's appointment, a doctor's note must be provided. If the doctor's note states that the student can return to class on that same date, the student must return. If the student does not return it will be an unexcused absence

School Attendance Review Board (S.A.R.B.)

S.A.R.B. is the School Attendance Review Board which is composed of school & community members who meet regularly to diagnose & resolve persistent student attendance or behavior problems. The goal of S.A.R.B. is to keep students in school & provide them with a meaningful educational experience. S.A.R.B. does have the power, when necessary, to refer students & their parents or guardians to court.

Parents are made aware of their child's attendance issues through S.A.R.B. letters that are sent in the mail. The following are the S.A.R.B. steps:

- Step One: 1st S.A.R.B. letter is sent home when a student has 3 unexcused absences (Truancies).
- Step Two: 2nd S.A.R.B. letter is sent home when a student has 5 unexcused absences (Truancies). At this time a date will be set up so that the parent or guardian can come to the office to discuss their child's attendance with the administrator.
- Step Three: 3rd S.A.R.B. letter will be sent home when a student has 8 unexcused absences (Truancies). The letter will also be sent to the S.A.R.B. Board Coordinator.





Truancy

Any student who is absent one full school day, or tardy or absent for more than any 30 minute period during a school day without a valid excuse, or any combination thereof, on three occasions will be classified as a truant. (EC 48260) The student’s parent/guardian will be sent a truancy letter.

Any student who has been reported as truant three or more times in a school year is deemed a habitual truant. (EC 48262) The student’s parent/guardian will receive a Habitual Truant letter and shall be referred to the School Attendance Review Board (S.A.R.B.).

Behavior/Discipline

Behavior Expectations: P.A.W.S.

Tamarack Elementary is using the Positive Behavior Intervention & Supports (PBIS) and Time to Teach (TtT) framework to help students as they strive to make good decisions. We have created a set of guides for each area of the school to help children think & act responsibly in different situations.

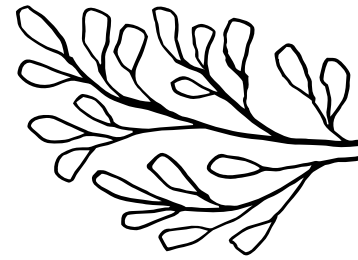
If students know what is expected of them they are able to comply & achieve success. We teach our expectations with visual/verbal signals to help students remember these expectations. There is a set of “P.A.W.S.” for each area of the school. P.A.W.S. are our common beliefs for success now & as future citizens:

Student expectations include...

- P**ERSONAL BEST
- A**CT RESPONSIBLY
- W**ORK & PLAY SAFELY
- S**HOW RESPECT

GUM IS NOT ALLOWED ON SCHOOL CAMPUS and only water may be brought to school to drink.





Behavior Expectations: P.A.W.S.

Classroom

Personal Best

- Everyone participates
- Do my share of the work

Act Responsibly

- Follow directions
- Use time wisely
- Stay on task
- Stay with the group

Work & Play Safely

- Use materials appropriately

Respect

- Listen to others
- Respect each other's answers/opinions

Restrooms

Personal Best

- Use restrooms for the intended purpose

Act Responsibly

- Wash hands
- Remember to flush
- Tell someone if something is wrong
- Clean up after me

Work & Play Safely

- Use paper appropriately
- Keep to myself

Respect

- One person in each stall
- Allow privacy for others

Playground

Personal Best

- Control my actions
- Control my words

Act Responsibly

- **Freeze** when the whistle is blown
- Walk/line up with my class

Work & Play Safely

- Avoid rough play
- Avoid puddles/dangerous areas

Respect

- Be polite
- Respect equipment

Cafeteria

Personal Best

- Use calm behavior at all times
- Walk with one foot on blue tile & other on gray tile

Act Responsibly

- Use appropriate Inside voice level
- Eat only MY food

Work & Play Safely

- Sit appropriately at lunch tables
- Walk
- Keep to self

Respect

- Use indoor voice
- Use table manners
- Ask permission properly





Dress Code

The following minimum standards are required of all students to ensure their safety & preserve an environment conducive to learning. The standards also apply to school-sponsored activities:

1. Appearance shall be neat, clean, safe & age-appropriate.
2. Clothes shall be sufficient to conceal undergarments at all times.
Examples of prohibited garments are;
 - See-thru or fishnet fabrics,
 - Tops with string-straps (less than 1”), strapless, halters & off-shoulder styles,
 - Low cut & wide armhole tops,
 - Any shirt that does not cover the waist when both arms are raised.
 - Shorts/skirts shorter than mid-thigh. (Use the fingertip test: Stand up straight and if fingertips touch skin then it is too short to wear to school)
3. All clothing, accessories, or jewelry are prohibited that contain:
 - Designs that depict sexually aggressive expressions or actions
 - Profanity, obscenity, drugs, alcohol, tobacco, or weapons.
4. All clothing, accessories, or jewelry that are deemed to be gang-related is strictly prohibited.
Examples include, but are not limited to:
 - The numbers “13” or “14”
 - The letters “N” or “S”
 - Red/blue accessories adorned/identified with by current gangs (subject to change).
5. **Shoes** must be appropriate for physical education. Shoes unsafe to run in are prohibited.
Examples are:
 - Backless or slip-on shoes (Flip-flops)
 - High heels (taller than 1” heels/sole)
 - Open-toed shoes are prohibited in the playground equipment areas.
6. Hats, caps, sun visors may be worn outdoors only. **Dark glasses** are prohibited unless they are prescribed.
7. Clothing that could be used as a weapon, including steel-toed boots, chains, spikes, or studs are prohibited.

* Exemptions:

- Sports jerseys and athletic apparel are allowed on designated ASB dress-up days ONLY!
- Local intramural team jerseys are allowed on game days

The administrators shall have the discretion to prohibit any apparel or accessory not specifically mentioned above if it is deemed unsafe, too revealing, degrades an individual or group, or if it causes a disruption to the learning environment in any way.





Discipline that Restores

Discipline that restores is a P.B.I.S. (Positive Behavior Intervention Support) framework that promotes self-esteem through success: academic as well as social. The aim is to help students make good choices & receive positive feedback. This approach builds self-confidence whereas responding to negative behaviors with negative consequences often destroys self-confidence. Students feel they cannot do anything right. Some even start showing inappropriate behaviors to gain attention.

Discipline Tiers:

Tier I:

1. Teachers & staff teach expected behaviors
2. Teachers & staff reward expected behaviors with P.A.W.S. (Example: tickets making students eligible for drawings for trips to the Treasure Box)
3. Students are redirected for “forgetting” or making inappropriate choices.
4. When redirection fails teacher/staff issue consequences, which vary from class to class.
 - For example: Time Out; Refocus; Loss of classroom privilege; & parent contact.
5. Some behaviors/issues warrant more attention so the staff member will issue a Referral. The Referral results in a conference with the Principal or Student Support Coordinator.

Consequences are intended to teach & may include:

- Time out; goal charts; reteaching; conflict resolution; refocus w/ role play
- Detention/Community Service

Tier II:

Repeated poor choices result in additional Major Referrals & consequences which may include:

- Re-teaching; Check In–Check Out; Behavior Contracts
- Parent Conference
- Suspension
- Support from additional resources

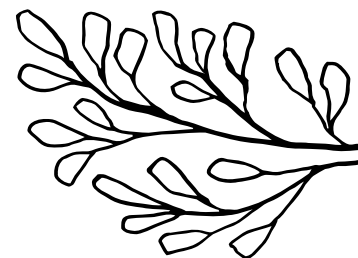
Tier III:

Repeated behavior concerns will result in Behavior Team analysis/recommendation: Counseling, Placement, Parent Involvement, SARB referral, etc.

If a student’s behavior is continually disruptive to the educational process within the classroom, a parent or guardian may be required to attend class with the child. -California Education Code 48900.7

Principals may exclude from field trip(s) any student whose presence on the trip would pose a safety or disciplinary risk. -BP 6153





Suspension & Expulsions

Grounds for Suspension & Expulsion (EC. 48900 & 48900.7):

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possession and/or use of tobacco or any products containing tobacco and/or nicotine.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.

48900.7b “Terrorist threat”, whether written or oral, by a person who willfully threatened to commit a crime which will result in death, great bodily injury to another person, or property damage.

*A pupil may be suspended or expelled for acts which are enumerated in this section & related to school activity or attendance which occur at any time, including but not limited to any of the following:

1. While on school grounds
2. During the lunch period, whether on or off-campus
3. Before school, on the way to school & after school, on the way home.

**Tobacco-Free School Zone: Federal Law, California State Law & School District policy prohibit tobacco use on school property. The District’s Discipline Code for students also prohibits possession of tobacco on campus or at school functions.





Sexual Harassment

Students are expected to report incidents of sexual harassment to their teacher or an administrator in a timely manner. If the situation involving sexual harassment is not promptly remedied, a complaint of harassment may be filed. Sexual harassment includes but is not limited to, unwelcome sexual advances, & other verbal, visual, or physical conduct of a sexual nature when the conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

Examples of prohibited conduct are:

- Sexual jokes, stories, drawings, pictures, or gestures
- Touching an individual's body or clothes in a sexual way.
- Displaying sexually suggestive objects in the educational environment.
- Any act of retaliation against an individual who reports an incident of sexual harassment.

Students BP S14S.3(a)

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access & opportunities in the district's academic & other educational support programs, services, & activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, & bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf 0410 -Nondiscrimination in District Programs & Activities) (cf 5131 -Conduct) (cf 5131.2 -Bullying) (cf 5137 -Positive School Climate) (cf 5145.9 -Hate-Motivated Behavior) (cf 5146 -Married/Pregnant/Parenting Students) (cf 6164.6 -Identification & Education Under Section 504)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training & information to students, parents/guardians, & employees regarding discrimination, harassment, intimidation, & bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, & to whom such reports should be made.

(cf 4131 -*St/lf Development*) (cf 4231-*StaffDevelopment*) (cf 4331 -*Staff Development*)



In providing instruction, guidance, supervision, or other services to district students, employees & volunteers shall carefully guard against segregating or stereotyping students. (cf 1240 -Volunteer Assistance) (cf 6145 -Extracurricular & Cocurricular Activities) (cf 6145.2 -Athletic Competition) (cf 6164.2 -Guidance/Counseling Services) BP 5145.3(b) NONDISCRIMINATION/HARASSMENT (continued)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior. Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to & including counseling, suspension, &/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to & including dismissal.

(cf 4118 -Suspension/Disciplinary Action) (cf 4119.2114219.21/4319.21-Professional Standards) (cf 4218 -Dismissal/Suspension/Disciplinary Action) (cf 5144 -Discipline) (cf 5144.1 -Suspension & Expulsion/Due Process) (cf 5144.2 -Suspension & Expulsion/Due Process (Students with Disabilities)) (cf 5145.2 -Freedom of Speech/Expression)

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, & to answer inquiries regarding the district's nondiscrimination policies:

Esmeralda Nungaray, Director of Student Services
205 N. Park Ave., Avenal, CA 93204
(559) 386-9083

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

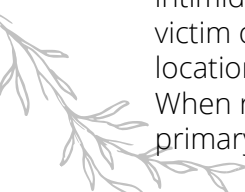
Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1) BP 5145.3(c) NON DISCRIMINATION HARASSMENT (continued)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 -Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, & the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district website or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.



NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
48900.3 *Suspension or expulsion for act of hate violence*
48900.4 *Suspension or expulsion for threats or harassment*
48904 *Liability of parent/guardian for willful student misconduct*
48907 *Student exercise of free expression*
48950 *Freedom of speech*
48985 *Translation of notices*
49020-49023 *Athletic programs*
51500 *Prohibited instruction or activity*
51501 *Prohibited means of instruction*
60044 *Prohibited instructional materials*

CIVIL CODE

1714.1 *Liability of parents/guardians for willful misconduct of minor*

PENAL CODE

422.55 *Definition of hate crime*
422.6 *Crimes, harassment*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform Complaint Procedures*
4900-4965 *Nondiscrimination in elementary & secondary education programs*

UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI & Title VII Civil Rights Act of 1964, as amended*
2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 *Prohibition of discrimination on basis of race, color, or national origin*
104.7 *Designation of the responsible employee for Section 504*

106.8 *Designation of the responsible employee for Title IX*
106.9 *Notification of nondiscrimination on basis of sex*
COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools & Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation & Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment & Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

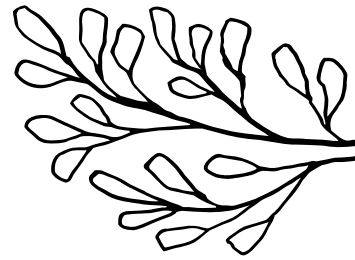
California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

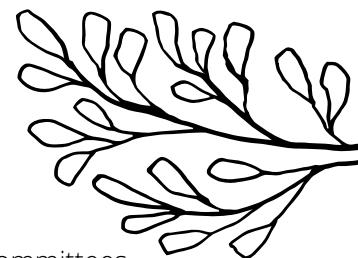
First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>



District Notifications



Uniform Complaint Procedures

For students, employees, parents or guardians of its students, school & district advisory committees, appropriate private school officials or representatives, & other interested parties.

The Reef Sunset Unified School District has the primary responsibility to ensure compliance with applicable state & federal laws & regulations & has established procedures to address allegations of unlawful discrimination & complaints alleging violation of state or federal laws governing educational programs.

The Reef Sunset Unified School District shall investigate & seek to resolve complaints using policies & procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state &/or federal laws Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, Special Education Programs, & Safety Planning Requirements. The UCP shall also be used when addressing complaints alleging a pupil enrolled in school has been required to pay a fee, deposit, or other charges not specifically authorized by law.

Complaints must be filed in writing with the following compliance officer:

Name &/or Title of Compliance Officer:

Esmeralda Nungaray, Director of Student Services

Address: 205 N. Park Ave., Avenal CA 93204

Telephone Number: (559) 386-9083, x 1001

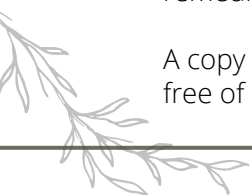
Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated & a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by the written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct & complete the investigation in accordance with sections 4680-4687 & in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the LEA's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's Decision. The appeal must include a copy of the complaint filed with the LEA & a copy of the LEA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation & bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions & restraining orders.

A copy of the Reef Sunset Unified School District's UCP policy & complaint procedures shall be available free of charge.





Notice to Parents, Guardians, Pupils, & Teachers Complaint Rights

Parents, Guardians, Pupils, & Teachers:

Pursuant to California Education Code Section 35186, you are hereby notified that:

1. There should be sufficient textbooks & instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class & to take home.
2. School facilities must be clean, safe, & maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class & not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designation certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignments mean the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

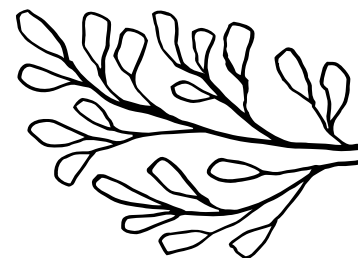
4. A complaint form may be obtained at the school office, district office, or downloaded from the district's website (www.rsusd.net). You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.gov/re/cp/uc/>.

Tobacco-Free School Zone***

Federal Law, California State Law & School District policy prohibit tobacco use on school property. The District's Discipline Code for students also prohibits possession of tobacco on campus or at ALL school functions.

***This applies to adults as well as minors.





Pupil Mental Health Services

Reef-Sunset Unified School District
AB 2022 Pupil Mental Health Services: School Notification

Counseling/Prevention-Intervention Services

Reef-Sunset Unified School District currently employs three (3) full-time School Counselors and one (1) Prevention-Intervention Specialist. School Counselors/Prevention-Intervention Specialists are trained to help students succeed academically, socially, behaviorally, and emotionally. They work directly with students to address academic and social-emotional needs, as addressed by parents, school personnel, and other key stakeholders. They also collaborate with educators, parents, and other professionals to create a safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Reef-Sunset Unified School District, School Counselors/Prevention-Intervention Specialists work with students to:

- Develop academic plans for students to make academic progress
- Conduct academic and career planning with students
- Provide behavioral support to students through such services as:
 - direct behavioral support
 - consultation services to students or to in-line staff
 - collaborate with school psychologists with BIP development
- Provide direct instruction on appropriate:
 - social skills
 - friendship skills
 - anger management
 - coping skills
 - self-regulation
 - problem-solving
- Provide individual services to students, as identified by key stakeholders
- Make referrals to in-district specialists and/or outside agencies for mental health care
- Suicide risk/threat assessment, suicide intervention, and postvention
- Participation in crisis response team to provide mental health prevention, intervention, and postvention services.

Students who may be in need of mental health services can be provided these services through the School Counselor/Prevention-Intervention Specialist and these services are generated by any stakeholder through the district referral process, a Student Study Team Referral, Section 504, and/or IEP. The referral will go through an evaluation process to ensure appropriate support services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.





Within Reef-Sunset Unified School District, School Counselors/Prevention-Intervention Specialist work with students and their families to:

- Evaluate eligibility for Section 504 services (within a multidisciplinary team)
- Provide behavioral techniques and interventions to staff
- Create plans to support general education students who are experiencing behavioral issues within the school setting
- Provide parents with information to enhance parenting skills
- Make referrals to outside agencies for mental health care
- Make referrals and help coordinate community support services

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the School Counselor/Prevention-Intervention Specialist directly. The referral will go through an evaluation process to ensure appropriate support services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Psychological Services

Reef-Sunset Unified School District currently employs two (2) full-time School Psychologists. School Psychologists are credentialed professionals whose primary objective is the application of scientific principles of learning and behavior to reduce school-related problems and to facilitate the learning and development of children within the school district. They are trained to help identify specific learning and behavioral barriers and develop a plan to support the student and staff to assist the student in making progress toward their academic, social-emotional, and behavioral goals. In addition to working directly with students, the School Psychologists also collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Reef-Sunset Unified School District, School Psychologists work with students to:

- Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- Consult with staff and teachers to promote the infusion of social-emotional learning with the classroom/curriculum
- Help access universal mental and behavioral screening tools and provide early intervention for identified, at-risk students
- Develop and help implement school-wide positive behavior interventions within a multi-tiered system of support to address the social-emotional, behavioral, and mental health needs of all students. Behavioral support for identified students through services such as:
 - evidence-based mental and behavioral health programs (i.e. Check-In-Check-Out, Structured-Day)
 - skills group counseling (i.e. social skills training, anger management, coping skills, etc.)
 - targeted, direct-therapeutic individual counseling to help promote student access within their educational environment
 - assessment and interpretation of behavioral data to monitor response to multi-tiered interventions






- Behavior Intervention Plan (B.I.P.) development, and monitoring
- mentoring of identified, at-risk students
- suicide risk/threat assessment, suicide intervention, and postvention
- participation on crisis response team to provide mental health prevention, intervention, and postvention services.
- Support and improve behavioral functioning of identified students on the school campus
- Build protective factors that help establish students' long-term capacity for positive behavior, social competency, academic achievement, and emotional well-being.
- Promote wellness and resiliency in students by:
 - reinforcing appropriate communication and social skills
 - developing sound, problem-solving skills
 - finding optimism
 - developing conflict resolution and anger management skills
 - understanding and monitoring of self-regulation skills
 - developing a sense of positive coping skills and self-determination
 - promoting positive peer relationships
 - creating a positive and safe school climate

Students who may be in need of mental health services can be referred to School Psychologists by any key stakeholder by making direct contact with the school. In many cases, these services are generated through a stakeholder through the district referral process, a Student Study Team, Section 504, and/or Individualized Education Plan. The referral will go through an evaluation process to ensure appropriate support services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Reef-Sunset Unified School District, School Psychologists work with students and their families to:

- Identify and address learning and behavior barriers that interfere with the student's academic, social-emotional, and behavioral progress and successes within the school setting
- Complete a multi-disciplinary psycho-educational evaluation of academic, social, emotional, and behavioral problems relative to student eligibility for special education services (within a multidisciplinary team)
- Support students' social, emotional, and behavioral health across both the school and home environments
- Link parents with pertinent information to enhance parenting skills
- Increase positive behavior interactions with peers and staff
 - Guide the implementation of a Behavior Intervention Plan or Functional Behavior Assessment
 - Identify applicable community resources (food and clothing, support groups, mental health, substance use, etc), and link families with necessary resources to promote wellness and resiliency
 - Make appropriate mental health-related referrals to community agencies for the student and their family
 - Effectively collaborate with outside mental health providers for the educational planning and implementation of a consistent treatment plan for the student and their family
 - Develop a cooperative relationship with relevant mental health community professionals
 - Encourage parent involvement and family collaboration to address mental and behavioral health problems for students
 - Empower families and students to manage the myriad of county resources they may need in order to meet their child's mental health needs






Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the school site directly. The referral will go through an evaluation process to ensure appropriate support services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

District Mental Health Counselor

Reef Sunset Unified School District currently employs one (1) full-time District Mental Health Counselor. The District Mental Health Counselor is licensed to diagnose and treat mental and emotional disorders and provides behavioral health services to students and supportive services to their families with the goal of facilitating and promoting the behavioral, emotional, and social development of students.

The District Mental Health Counselor identifies the needs of students and their families including behavioral health needs and develops individual and/or family goals and objectives for implementation through a Treatment Plan. The District Mental Health Counselor provides direction to and oversight of a variety of social work, social/emotional, and mental health-related services that promote academic, career, personal, and social development. The District Mental Health Counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and school-wide intervention strategies, social work, social/emotional, and mental health-related services.

Within Reef-Sunset Unified School District, The District Mental Health Counselor works with students to:

- Provide individual and/or group counseling to students
 - Develop and maintain behavioral health programs that meet students' needs
 - Consultation services for staff, teachers, and all stakeholders to reduce barriers to learning and increase social-emotional learning.
 - Help accessing universal mental and behavioral screening tools and provide early intervention for identified, at-risk students.
 - Assist students in the transition process between elementary, middle, and high school and those returning from an alternative placement.
 - Identify problems, develops interventions, organizes and implements programs in order to address truancy, poor school performance, suspension/expulsion, transiency, and retention, assist students to demonstrate the character and competencies for workplace success, and to stay in school on target to graduate
 - District-wide Suicide Prevention, Intervention, and Postvention support and training.
 - Crisis intervention for students in regard to suicide and homicide ideation and/or threats, drug abuse, pregnancy, truancy, medical issues, community violence, child abuse, bullying, and other issues.
 - Provides follow-up case management services, referrals, and supports as needed.
 - Link parents with pertinent information to enhance parenting skills
 - Increase positive behavior interactions with peers and staff
 - Guide the implementation of a Behavior Intervention Plan or Functional Behavior Assessment
 - Identify applicable community resources (food and clothing, support groups, mental health, substance use, etc.), and link families with necessary resources to promote wellness and resiliency
 - Make appropriate mental health-related referrals to community agencies for the student and their family
- 



- Effectively collaborate with outside mental health providers for the educational planning and implementation of a consistent treatment plan for the student and their family
- Develop a cooperative relationship with relevant mental health community professionals
- Conduct Psychosocial Mental Health Multidimensional Assessments and recommendations for students with IEP's and 504's.
- Collaborate with a multidisciplinary team to evaluate eligibility for Section 504 Services.
- Provides referral services to families who need to be connected to services outside of the District; provides follow up case management services to students and families by maintaining regular contact with families
- Provides in-service training to parents, community agencies, students, district personnel, and others
- Encourage parent involvement and family collaboration to address mental and behavioral health problems for students
- Empower families and students to manage the myriad of county resources they may need in order to meet their child's mental health needs
- Develop and help implement school-wide positive behavior interventions within a multi-tiered system of support to address the social-emotional, behavioral, and mental health needs of all students. Behavioral support for identified students through services such as:
 - Evidence-based mental and behavioral health programs (i.e. Check-In Check-Out, Structured-Day, Psychotherapy, Cognitive Behavioral Therapy, Trauma-Focused
 - Cognitive Behavioral Therapy, Alternatives for Families CBT, Child-Parent Psychotherapy, Play Therapy, Strategic, Solution Focused, etc.)
 - Skills group counseling (i.e. social skills training, anger management, coping skills, etc.)
 - Targeted, direct-therapeutic individual counseling to help promote student access within their educational environment
 - Assessment and interpretation of behavioral data to monitor response to multi-tiered interventions
 - Behavior Intervention Plan (B.I.P.) development, and monitoring
 - Mentoring of identified, at-risk students
 - Participation in crisis response team to provide mental health prevention, intervention, and postvention services.

Students who may be in need of mental health services can be referred to the District Mental Health Counselor by any key stakeholder by making direct contact with the school. In many cases, these services are generated through the stakeholder through a Student Study Team, Section 504, and/or Individualized Education Plan. The referral will go through an evaluation process to ensure appropriate support services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Reef-Sunset Unified School District, the District mental Health Counselor works with students and their families to:

- Provide individual, group, and family services
- Conduct multi-dimensional assessments, develop service plans, provide counseling services to students and families
- Provide intervention and postintervention support



- Provides referral services to families who need to be connected to services outside of the District; provides follow up case management services to students and families by maintaining regular contact with families
- Provides in-service training to parents, community agencies, students, District personnel, and others
- Support students' social, emotional, and behavioral health
- Consults with outside agencies to provide services for students
- Make referrals and help coordinate community support services

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the school site directly. The referral will go through an evaluation process to ensure appropriate support services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

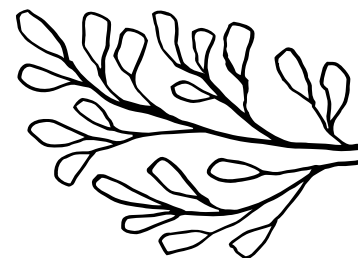
The Reef-Sunset Unified School District partners with Kings Behavioral Health. Kings Behavioral Health provides a wide variety of services to support students and families in need of mental health support. Their expertise runs that gamut. To contact Kings Behavioral Health, call 852-2444 or visit their website at www.kcbh.org

The Reef-Sunset Unified School District also partners with Kings View Counseling Services. Kings View Counseling Services for Kings County promote the prevention of and recovery from mental illness and substance abuse for the individual, family, and community by offering accessible, caring, and culturally competent services. Kings View offers a wide variety of services and programs to children and adults. To contact Kings View Counseling Services, call 582-4481 or visit their website at www.kingsview.org



District Notifications

Title I Parent & Family Engagement



Title I School-Level Parental Involvement Policy Tamarack Elementary School

Tamarack Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Tamarack Elementary Schools, the following practices have been established:

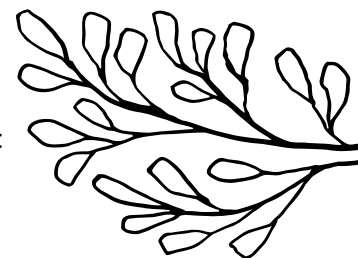
The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- Students are identified as Title I using district criteria.
- Parents of Title I students are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.
- At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about TES programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher concerns about their child's progress.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via the district website, and posting of meeting notices in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting.
 - Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.





Parents of Title I students are provided timely information about Title I programs at:

- Parent Teacher Conferences
- Title I Parent Meetings
- School Site Council Meetings
- English Learner Advisory Committee Meeting

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at:

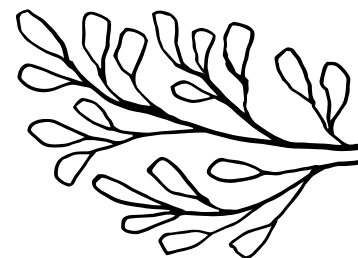
- Back to School Night
- Parent Conferences
- Family Nights (Math, Literacy, Science, etc)
- Student Study Teams
- School Site Council Meetings
- English Learner Advisory Committee Meetings
- School Plan for Student Achievement
- School Website provides information regarding assessments, and or upcoming benchmarks

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Teachers are expected to request meeting with parents at any time they deem necessary. These requests can be generated via the telephone, email, or letter. Parent teacher communication is of the highest priority.
- All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting
- All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via the student agenda, letter, email, or phone call.
- Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year. At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via BlackBoard phone services. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.
- Parents and staff can request a Student Study Team meeting to discuss student concerns
- Parents and staff can request support from the Student Support Coordinator to discuss student concerns.
- Scheduled meetings are planned for students with Individual Educational Plan (IEP)

School-Parent Compact





Tamarack Elementary Schools distribute to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

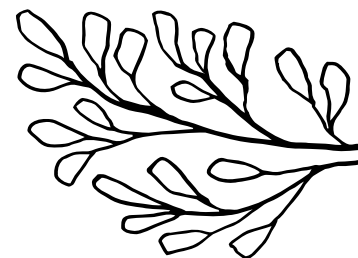
The School Site Council reviews the School-Parent-Student Compact annually and contributes revisions.

The School –Parent Compact is signed by all participating parties by the end of the first Parent-Teacher Conference. The teacher has the responsibility of assuring that all compacts have been signed by all parties. The parent keeps a copy and the teacher will have access to a copy in the office. Copies will be filed for Categorical Program Monitoring.

Building Capacity for Involvement

Tamarack Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- At Back to School Night, the school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides parents with resources to help them work with their children to improve their children's achievement at Parent Teacher Conferences, through parent meetings, and on the school website.
- Teachers check on student progress on a weekly basis through informal assessments, common formative assessments, and monitor progress of all students through Professional Learning Communities in collaboration with Grade level. Students in need of extra support are offered intervention and/or small group instruction. What I Need (WIN) time is designed to meet the needs of all students.
- Parents receive results of academic progress on report cards, and parent-teacher contacts.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as:
 - Parent volunteers in the classroom



- Assisting with field trips
- Serving on School Site Council and/or English Learner Advisory Committee
- Attending Back to school night, conferences and Open House

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

All communication to the home is provided in English and Spanish. Translators are always available upon request.

Accessibility

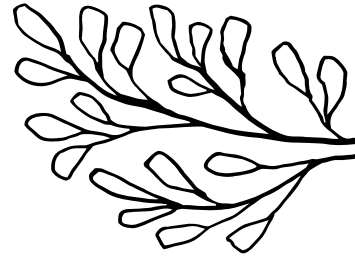
Tamarack Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Spoken
 - BlackBoard – messages sent via the phone are also relayed in Spanish
 - Parent Teacher conferences
 - ELAC and SSC meetings
 - Student Study Team meetings and IEP meetings
- Written
 - California English Language Development Testing Results
 - ELAC parent meeting agendas and minutes
 - DELAC parent meeting agendas and minutes
 - Conference notices
 - Parent Involvement Policy
 - School-Parent Compact
 - Student Report Cards
 - SARB notices

Rev. 092420



General Information



Fees & Charges

It is important that students clear any debt owed to the school before leaving for middle school. These debts could have been incurred for any of the following reasons: unreturned textbooks, library books, and technology, as well as any damages incurred during their possession of these materials. A notice will be sent home to parents informing them of these financial obligations. Any charges owed for damaged or lost school property must be paid, or cleared before the student leaves for middle school.

Food Services

Meals are heated & served for breakfast & lunch. Snacks are also provided for the after-school programs.

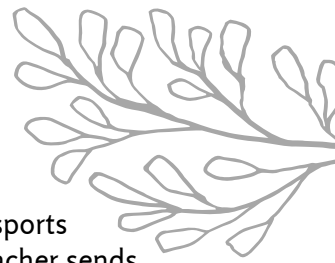
Wellness Policy: The state of California requires that schools provide ONLY healthy food & snacks to students. Board Policy AR 5030 Goal 5 requires that we ensure all food & beverages not served through Food Services meet the basic nutrition standards. That means teachers cannot give candy or other “junk food” as routine treats or rewards & we limit our parties to two per year.

A nutritious hot and/or cold breakfast is provided for all students in the classroom from 7:35 am to 8:35 am (depending on grade) every school day. Students qualifying for free lunches have the same opportunity for “free” breakfast.

Lunch is 40 minutes in length with a 5-minute passing time to class. Students may eat cafeteria food or bring their lunch from home. School lunches are free and students must have the required lunch form on file.

**While Tamarack Elementary supports parents/guardians volunteering at the school, we do not allow parents to sit at lunch with their children unless there is a specific need to do so (medical, behavioral, etc.)





Lost & Found

The school provides a variety of equipment for student play & physical education. Personal sports equipment must not be brought to school. Games & toys must be left at home unless the teacher sends home a written request that certain items be brought to school. The school is not responsible for any loss of, or breakage of, personal items brought on campus. Found items are returned to the office. Students may check for lost belongings with the permission of office personnel.

Medication

Parents are required by California State Law to inform the school of any medical condition or medication to be taken by the child at school. Education Code Section 49423 defines certain requirements for the administration of medication by the school. Parents are responsible for providing the school with a signed physician's statement & a parent/guardian's request for medication to be administered during school hours. Medication must be kept in its original container with all labeling intact. No medication, including cough drops & other over-the-counter drugs, will be administered by the school unless these guidelines are followed. See office staff about procedures for inhalers.

Parties & Balloons

Parties are limited. Each class gets to choose one holiday they wish to celebrate with a party during the school year. Generally, there is an end-of-the-year party in each class. Please check with your teacher to see which kinds of treats are acceptable for these celebrations, we must abide by the district's wellness policy.

We discourage individual birthday celebrations at school to help maintain equity among students and for the reason of the possible health risks of the different unknown food allergies a student(s) may have in the classroom. Balloons are not allowed to be delivered, as there is no room to store them in the front office and it will be a distraction in the classroom. Thank you for your cooperation!

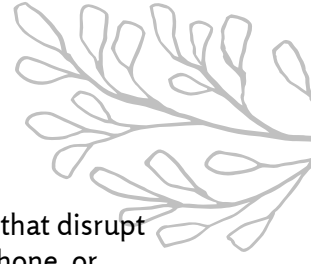
School Visitors

Parents are welcome to visit our school at any time; we ask that you make prior arrangements with the teacher. Multiple visits may require a Live Scan (fingerprint clearance). If you would like to volunteer or visit your child's classroom, please call the school office. All visitors must first check-in with the office for a Visitor's Pass before going to the classroom. Drivers License/ID is required to check-in with the Raptor system. Children, not enrolled in our school, create a liability for the district & unnecessary distractions in the classroom & are therefore **not allowed**. So, please make other arrangements for younger children.

Toys & Personal Items

The school provides a variety of equipment for student play & physical education. Personal sports equipment must not be brought to school. Games & toys must be left at home unless the teacher sends home a written request that certain items be brought to school. The school is not responsible for any loss of, or breakage of, personal items brought.





Cell Phones, Electronic Devices, Etc.

Cell Phones, Electronic Devices, Etc.

While the district realizes that parents are concerned about their student's safety, cell phones that disrupt the educational process will **NOT** be tolerated. Cell phone calls, checking for the time on the phone, or text messaging is prohibited during the school day. This includes cell phones and all other electronic devices, such as music listening devices (i.e. radios, iPods, MP3 players, smart watches, portable speakers, airpods etc.) and all gaming devices, such as PS3, Nintendo Switch, PSPs, etc.

Note: The school is **NOT** responsible for any lost, stolen or broken electronic devices. It is our recommendation that students not bring anything of great value to the campus to avoid becoming a victim.

If a student has a cell phone or any other electronic device out or on during the school day without the written permission from Administration, (including breaks and lunch) they will receive the following consequences:

First Offense:

- Warning by the team member-document the incident.

Second Offense:

- Phone confiscated by administrator, teacher or staff member. Documentation of the incident.
- Parent will need to pick up electronic device from the office.

Third Offense:

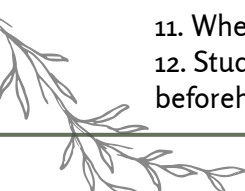
- Parent conference
- Disciplinary action
- Parent will need to pick up the electronic device from the office.

Transportation

The school may provide transportation to field trips. Participating students must ride the school bus or van both to & from an event unless PRIOR permission is granted by an administrator. Students must have a parent complete an Alternative Transportation Request form requesting permission to ride with THEIR PARENT. This form must be approved two days prior to the trip by an administrator & a copy will be given to the teacher supervising the trip. Parents may not provide transportation for students other than their own.

Although state law does not mandate transportation, school buses/vans are provided by the district to ensure students the safest possible means to & from school or any other place authorized by school authorities. This being the case, students are to do their part to maintain a safe driving environment for the bus/van driver.

1. Students are to get on & off the buses/vans only at a scheduled place for loading/unloading & only on their scheduled bus/van.
2. Students should be ready to board the bus when it reaches your pickup location, so it can leave on time.
3. Classroom conduct is to be observed.
4. Standing, changing seats, sitting backward or crosswise in seats is prohibited.
5. Arms are to be kept inside the bus/van with feet on the floor.
6. Throwing things out of the bus/van is strictly in violation of the law.
7. Yelling at people along the streets is prohibited.
8. Buses/vans shall be kept clean. Eating food, candy, seeds, etc. while riding on buses/vans is prohibited.
9. Students shall not deface any part of the bus/van. Any damage done to a bus/van shall be paid for by those found responsible for such damage. Parents shall be held liable for repairs.
10. Field trips & sporting events: Students are to follow all rules, the same as daily bus/van students.
11. When a rider is found responsible of misconduct, the rider will be reported to the office with a referral.
12. Students will be picked up & dropped off at prearranged stops unless parents notify the school bus/van beforehand and it is approved by administration.



Parent Volunteer Opportunities



BP 6020: The Board of Trustees recognizes that parents/guardians are their children's first & most influential teachers. Parent involvement contributes greatly to student achievement & a positive school environment.

A child's educational success is best assured when the school & the home create a partnership. We encourage parent volunteers to take an active part in the classroom, the library, & other school activities. Notices go home regularly so check your child's backpack every day.

Volunteered time does not have to be on a weekly or monthly routine. Even a one-time activity can show your child the value of school & education. The teachers & staff appreciate the help parents & community members provide throughout the year. The staff welcomes the people in our community who would be interested in participating in our school activities & programs. Regular volunteers & unsupervised field trip Chaperones will need to have Live Scan (fingerprinted, etc.) clearance. Ask at the office for further information.

School Site Council (SSC)

The School Site Council (SSC) holds monthly public meetings. This is a committee made up of parents & staff. This group monitors the needs of the school & makes sure that money received from Title 1 & other sources is spent based on student needs. Each year, several new parent members are needed to replace parents who have served their term limit or moved away. Each member must be elected & may serve a 2-year term. The election for parent members will be held in the Cafeteria on Back to School Night. Parents: If you are interested & would like your name placed on the ballot, please contact Mrs. Veronica Alvarez in the office at (559) 386-4051.

English Learner Advisory Committee (ELAC)


The English Learner Advisory Committee (ELAC) meets each month or may be combined with the SSC committee if voted yearly to be combined. This committee advises the SSC as to the needs of English Language Learners (ELL's). This is an open meeting for all parents. ELAC voting members will also be elected at Back to School Night. Please call Mrs. Veronica Alvarez to place your name on the ballot.

District English Learner Advisory Committee (DELAC)

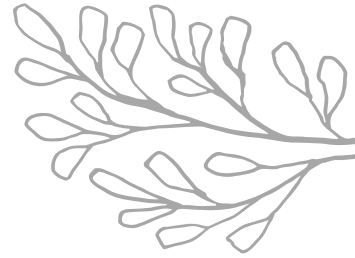
This committee is comprised of members of school site committees and meets monthly.

Parent Teacher Organization (PTO)

The Parent Teacher Organization (PTO) is currently disbanded. If you are interested in reorganizing this group, please see administration. This group is another opportunity to provide teachers, parents, & school staff additional opportunities to work together & promote student learning. The PTO plan/participates in Literacy Promotions as well as organizes fundraisers.



Safety



Active Shooter

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

In the event a dangerous intruder enters a school, the staff is to quickly determine the most reasonable way to protect the safety and lives of students and staff. Students are to follow the lead of teachers and administrators during a dangerous intruder situation.

Emergency Cards

It is imperative that you fill out an Emergency Card for EACH of your children as NO child will be released, during school hours, to anyone not listed on the card. If your child has any known allergies, medical problems, or is taking any medication, this should be noted on the card. Medical conditions that could escalate at school into an emergency situation should be discussed with the teacher or nursing staff. Please remember to speak with each new teacher, even if you've spoken to other staff on campus.

You MUST inform the office immediately of any change of address, phone number, or medical condition. The information from the card is used to contact parents & guardians in the event of an emergency.

Fire/Earthquake/Lockdown Drills

State law requires fire drills to be held once each month. The fire bell is a loud continuous series of bells. Students should leave classes orderly and immediately proceed out of the room to the designated fire drill station. Leave all equipment in classrooms. A long bell will be sounded for the "all clear." Earthquake Drills, which are a Duck, Cover, Hold, and Evacuate activity will also be performed throughout the year. During lockdown drills we will practice locking the doors, turning off the lights, maintain quiet and look for cover.

K-9 Search

In an effort to keep Tamarack Elementary School free of drugs, the district may use specially trained, non-aggressive dogs to sniff out & alert staff to the presence of substances prohibited by law or district policy. The dogs may sniff the air around lockers, desks, bags, items, or vehicles on the district property or at district-sponsored events as long as they are not allowed to sniff the person. Items shall not be sniffed if a person is close by. The above inspections shall be unannounced & may be made at the discretion of the Superintendent or designee. Students & parents/guardians are hereby informed of this policy.



Support Services for Students



English Language Learners

All parents or guardians of children entering a California public school must indicate the primary language of the child (the first language spoken). If the language is other than English, the child is evaluated to determine his/her English language proficiency. The district provides additional language assistance as appropriate.

English Learner Student Identification, Assessment, and Placement

Step 1: Home Language Survey

At the initial registration, the Home Language Survey (HLS) is used to determine the student's primary language. This is a legal document and must be kept on file in the student's permanent cumulative folder.

Step 2: English Language Proficiency Assessment

If Items 1, 2, or 3 are answered with English on the HLS, the child is classified as English Only (EO). If any of Items 1, 2, or 3 on the HLS are answered with a language other than English, the child is tested for English language proficiency using the Initial English Language Proficiency Assessments for California (ELPAC) within 30 days of enrollment at their school.

Step 3: Language Classification

The Initial ELPAC measures the student's English Proficiency in the areas of speaking, listening, reading, and writing. An overall score of 150-600 is assigned to the student. The score can be used for both placement and instructional strategies in order to help students become proficient in English as quickly as possible. English Learners are classified as *Novice English Learners* if they receive an overall score of 150-369, *Intermediate English Learner* if they receive an overall score of 370-449, and *Initial Fluent Proficient (IFEP)* if they receive an overall score of 450-600. If a student is categorized as an IFEP then they will not be classified as an English Learner.


Step 4: Placement

The administrator will make appropriate student program placement. If the parent or guardian requests that their child be placed in an English Language Mainstream (ELM) program, the administrator will honor the parent's preference and have the parent sign the Structured English Immersion Program Exemption Form. Parents may opt-out of a program but cannot opt-out of ELD services, ie. ELD instruction, ELPAC testing, or intervention.

Step 5: Parent Notification of Assessment Results and Program Placement

Within 30 days of enrollment, parents or guardians of English learners will be notified in writing of their child's English language proficiency assessment results (ELPAC) and program placement. Parents will also receive an assessment report from the State of California several weeks later. Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school.

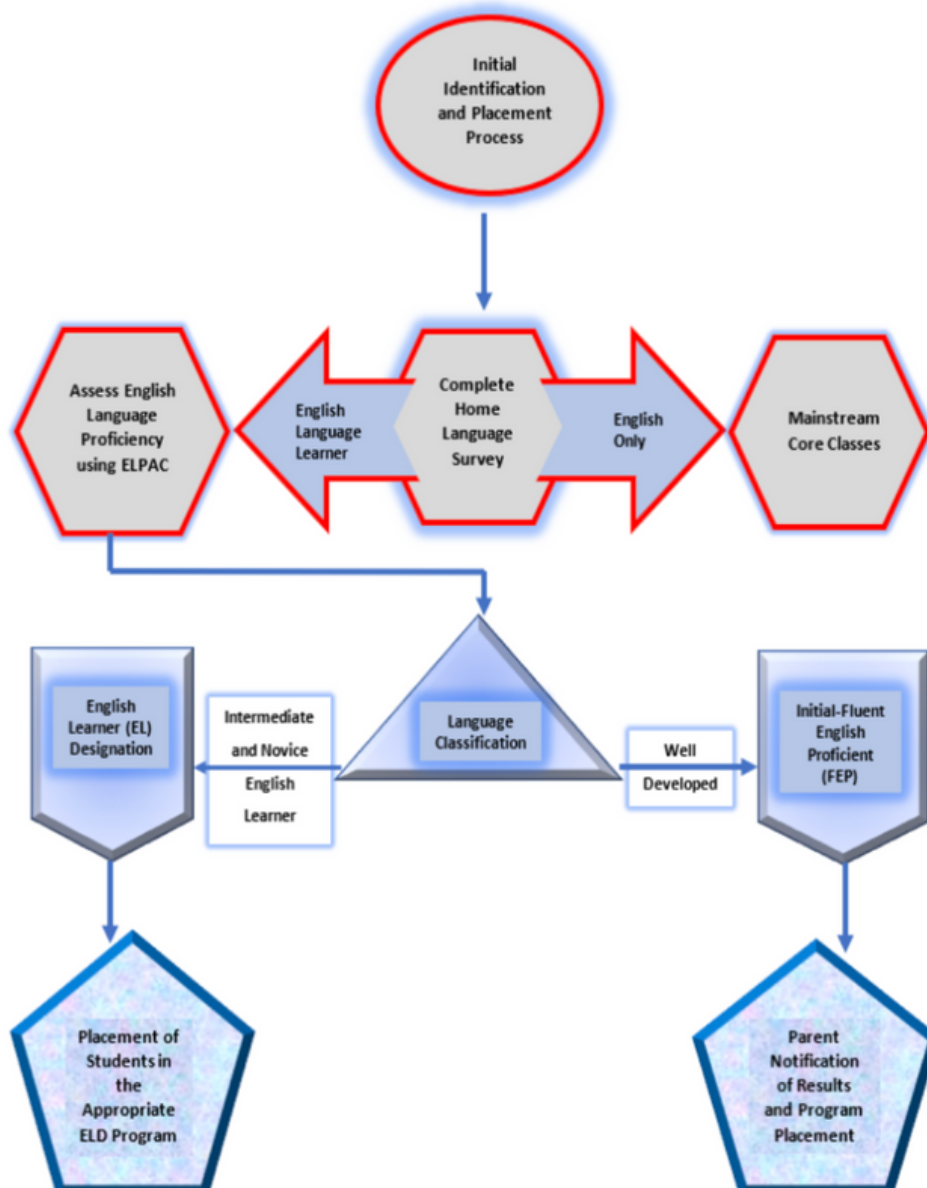
(Education Code 310; 5 CCR 11311)



Support Services for Students

English Language Learners continued

Initial Identification and Placement Process



Support Services for Students



Social/Emotional Support

TES strives to nurture the social, emotional, and physical well-being of all students. Students who are struggling can receive a variety of supports to help address their identified needs, including individual and group counseling, and at times, referrals to community agencies. Parents/guardians can refer students by contacting the student's teacher or site administrator. Teachers can refer students and students can self-refer or refer friends by speaking directly with an adult at school.

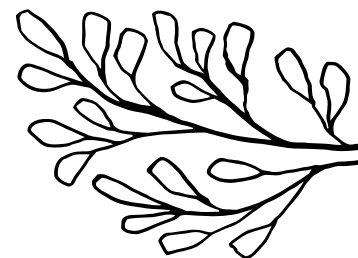
Student Study Team

Teachers may refer students experiencing difficulties including needing intervention and needing increased challenge (academic and/or nonacademic) to a Student Study Team (SST). The SST reviews the student's strengths and needs and recommends interventions to assist in supporting and promoting the student's success. The team may include the student's teacher, support personnel, and the principal. Parents/guardians are invited and encouraged to attend. Parents/guardians may also initiate a request that their child be discussed at an SST meeting based on their own particular concerns. Such requests should be put in writing and directed to the administration.

Health Services

The health of students is protected by providing care for emergency illness or injury, by providing control of communicable diseases, and by providing hearing and vision testing. The office staff is qualified to render basic first aid. Please assist us by keeping your children home when they are ill. Your child should be fever-free for 24 hours before returning to school. Prolonged illness or communicable diseases should be reported to the school office as soon as possible. The district provides vision and hearing screening at various grade levels/times. Any concerns noted during those screenings will be reported to you. If you have questions about screening please contact the school office or refer to the district or school websites for information about dates and grades to be screened.





School Accountability Report Card (SARC)

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. State law requires every school in California to publish a School Accountability Report Card, by February 1 of each year. <https://www.rsusd.net/domain/28>

School & Family Engagement Policy

In carrying out the parent and family engagement requirements, Tamarack Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]).

As a component of the school-level parent and family engagement policy, Tamarack Elementary School shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d]).

Parent-School Compact

Schools, parents, and students themselves must take collective responsibility for quality education. The descriptions below indicate our support of and commitment to the following responsibilities:

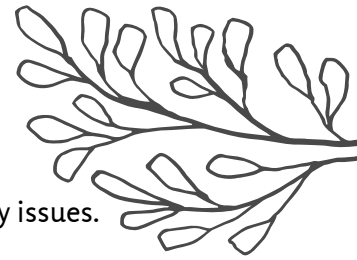
As a student, I will:

- Get to class on time every day.
- Return completed homework on time.
- Follow school rules to and from school, in the classroom, in the cafeteria, and on the playground.
- Be responsible for my own behavior.
- Work hard to reach learning and performing goals.
- Seek out and take advantage of extra help and support opportunities.
- Tell parents honestly what is happening at school and give all school notices to parents immediately.

As a parent, I will:

- Make sure that my child completes his/her homework every night. Let the teacher know if my child has any problems with learning.
- Require my child to be responsible for his/her behavior at school and home.
- Support the school/district's attendance and discipline policies and procedures.
- Communicate regularly with my child's teacher.
- Ensure that my student gets to class on time every day.
- Ensure my child gets adequate sleep and eats a healthy diet.





As a teacher, I will:

- Teach grade-level skills and concepts.
- Strive to address the individual needs of your child.
- Communicate with you regarding your child's progress to include attendance and tardy issues.
- Provide a safe, positive, and healthy learning environment for your child.
- Communicate homework and classwork expectations.
- Provide appropriate and varied instructional activities and maintain high standards within each subject area to ensure student learning.

As School Administrators, We will:

- Provide a healthy, safe, and positive teaching/learning environment.
- Provide instructional leadership to ensure appropriate instructional practices, high academic standards, and the delivery of a quality core curriculum to all students.
- Maintain open communication between home and school, making sure to include recognition for achievement and cooperation on the part of students, staff, and parents.
- Encourage and support parent involvement.
- Provide students with as much consistency as possible in the assignment of substitute teachers and instructional aides.



